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ABSTRACT

Reflecting the mood of educational planners of the early 1960's toward the establishment of language courses in public elementary schools, this leaflet considers factors vital to the success of proposed FLES programs. Discussion centers on: (1) school readiness for the program, (2) justification for the proposed program, (3) scheduling, (4) choice of the second language, (5) teacher recruitment, (6) teaching methods, (7) grade level, (8) student selection, (9) program articulation, (10) program continuity, and (11) obtaining community support and program approval. (RL)

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Introducing Children to Languages

THE BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT
New York State Education Department
Albany, New York
1962

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"There is general recognition today that even with modern teaching methods and language laboratories it takes time to learn a second language well. At almost any age, one can, with intensive, concentrated study, learn to speak another language well enough to meet the common needs of everyday living; but the study of a second language should open new pathways to how non-English speaking people think and feel as well as to how they express themselves. Other languages are not just like English, except for the words —language not only conveys thought, it shapes it. Peoples in different cultures see relationships and interpret experiences very differently." That is why the nations so often misunderstand each other even when their words are accurately translated into another country's language. Learning to think and to react in the language and thus to participate in a different culture through language requires much more time than many schools in the past have devoted to foreign language study which in some schools has been only a two-year sequence.

ADAPTED FROM "MODERN FOREIGN LANGUAGES, A COUNSELOR'S GUIDE," OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. WASHINGTON, D.C. 1961

Foreword

Leaders in elementary education are asking the New York State Education Department for direction on questions relating to foreign language instruction in elementary schools. Leaders in our schools have wanted this direction, for many programs have been introduced without careful consideration of the issues or the kind of planning that would insure success. Members of the Department's staff have themselves been somewhat divided on certain phases of the question.

On two issues, however, most members of the New York State Education Department staff stand united:

1. America needs more and more citizens who can think and speak effectively in one or more foreign languages.
2. When elementary schools introduce a foreign language program, the program should provide sound learning of the selected language; should offer an attainable sequence of learning; and the school system so acting should provide, at the secondary school, for continued study of the language begun in grades below the seventh.

The arguments offered for and against the introduction of foreign language instruction before children reach the age of twelve are many and varied. In view of the lack of valid, tested research on most of the issues, we need to take stock of what we have been doing, evaluate our present experiments, and come together on a more practical approach.

This leaflet is designed to help elementary schools that introduce foreign language programs. We do not wish to pressure the public schools into accepting a program for which they are not ready, but we would urge the schools that are attempting these programs to establish them on firm foundations.

The issues which elementary school administrators face when they decide to introduce such a program in grades below the seventh are discussed in this pamphlet.

For the preparation of a first draft of the manuscript we are indebted to Mrs. Olive Swigart of the Scarsdale schools, a member of an Advisory Committee on Foreign Language Instruction in Elementary Schools, called together by the Bureau of Elementary Curriculum Development in June 1960. Mrs. Swigart served the Bureau as a Curriculum Consultant during July and part of August of that year. Other members of the Advisory Committee were Mrs. Etta J. Bernstock, New York City Board of Education; Dr. Ferdinand F. DiBartolo, Board of Education, Buffalo; Dr. Mary Finocchiaro, Hunter College; Mrs. Kitty Gibson, Schenectady Public Schools; Miss Filomena Peloro, Board of Education, Hackensack, New Jersey; Miss Nancy Schneider, State University College of Education, Potsdam; Dr. Warren Tarrant, Schenectady Public Schools, formerly with the State University College of Education, Fredonia; Miss Mary Thompson, Board of Education, Glastonbury, Connecticut and Mrs. Julia Torres, Wantagh Public Schools.

The final manuscript was reviewed by Mr. Paul M. Glaude, State Supervisor of Foreign Language Education, and many of his suggestions have been incorporated. To all of these helpful friends, the Bureau extends its thanks and appreciation.

Helen Hay Heyl, Chief
Bureau of Elementary
Curriculum Development

William E. Young, Director
Division of Elementary Education

Introducing Children to Languages

Are you ready to start a foreign language program in your school?

This bulletin has been prepared to assist elementary schools in deciding about the advisability and the need for thoughtful consideration in regard to starting a foreign language program in the elementary school. Wherever such a program is introduced, the New York State Education Department hopes that it will be established on firm foundations.

Why are we so interested in this program? Certainly many claims have been made by many groups as to its values. No doubt, much will be learned and confirmed or refuted by the present research and observations that are now in progress. Meanwhile, nearly all educators agree that there is a definite place at some point in the 12-year instructional program for authentic foreign language learning. A large number feel that the elementary school is the place where such instruction should begin.

A sound objective for every elementary school certainly should be that of including experiences with the speech culture of other people with studies of the geography of their land and the history of their people, just as we have long included samples of their art, music, literature and other facets of their cultures in social studies units. It is our responsibility as educators and it is to our national

interest to see that as many of our citizens as possible have an awareness of these cultural insights.

Certainly, many more Americans today than ever before need to be able to speak and to understand the spoken languages of other peoples. How much more successful Americans might be in their human relations throughout the world if only they could speak fluently and idiomatically the languages of the peoples with whom they are dealing!

Moreover, increasingly today there are vocational and professional opportunities for our young people which involve foreign language study. Consider the following lists:

American employees in foreign branches of American businesses

Archeologists

Airline stewardesses and other employees on world airlines

Clerical workers attached to overseas services, to consular services, to diplomatic corps

Civil service stenographic and secretarial employees overseas

Consular services

Members of diplomatic corps

Employees of American mining and oil companies, centered in foreign lands at the source of raw materials

Engineers

Hotel clerks and greeters for foreign speaking guests

Interpreters

Members of armed services quartered at American posts in foreign lands and their dependents

Personal shoppers for foreign customers

Persons working at the United Nations and under UNESCO

Publishers of trade journals for circulation in foreign countries

Radio announcers (should be familiar with at least two foreign languages)

Reporters, editors, pressmen for foreign language editions of American newspapers and reporters who can translate foreign newspapers and editorial opinion

Research workers

Teachers of foreign languages, exchange teachers, and teachers in American Schools overseas

Translators

Transportation workers

Travel agencies' employees

There has been considerable growth in the foreign language movement at the elementary school level in New York State. A 1956-57 survey found that 130 elementary schools, or roughly 3%, were offering some type of foreign language program. A new survey to be made this year will determine the more recent growth in the program.

In some communities it has been necessary to discontinue the foreign language program at the elementary school level because of lack of community support, or lack of qualified and efficient instructors. Still other communities have discontinued such foreign language programs in the elementary school because of lack of continuity in the junior high school. We must plan more carefully.

If your elementary school is one that plans to start a foreign language program, then the following questions need careful consideration.

Why begin foreign language instruction in the elementary school?

How will your teachers find time in a busy schedule to teach another subject?

What second language will be taught?

Who will give the instruction?

What methods of teaching should be used?

At what grade level is it best to begin the second language?

Which pupils will receive the instruction?

How will you plan for articulation between the elementary and the secondary school foreign language programs?

How important is continuity?

How will community support and approval for the program be obtained?

How much material is needed for teaching pupils to speak a foreign language at the elementary school level?

What will the program cost?

Why begin a foreign language program in the elementary school ?

In the absence of conclusive research, it appears that much of the discussion for and against the introduction of foreign language instruction at the elementary school level is an exchange of opinion or an expression of feeling rather than a statement of fact. The advice given in this leaflet will be based upon practical considerations.

Underlying most of the discussion for early instruction in a foreign language are the ideas that only young children can develop good accents and that we lose power to imitate speech sounds as we grow older. Whereas it appears to be true that young children do learn to imitate speech sounds with facility, it is not true that all power to learn foreign language is lost after early childhood. Indeed, some language skills can be learned more quickly later. Further, even older people can learn to speak a foreign language acceptably, if they receive proper instruction in sufficient amount. Practice indicates that successful learning can begin at any age.

The question for elementary schools to consider is what constitutes the best total educational program for children of certain ages and at particular stages of their educational growth. In regard to foreign language instruction New York State is making

three recommendations:

1. That every elementary school provide in the school's social studies program authentic recordings of conversations, songs and the like of many different foreign languages, and utilize these in connection with the art, music and literature of each foreign country studied. (This should be done even if the school is offering regular instruction in a foreign language.)

2. That similar use be made of persons in the community who speak foreign languages.

3. That when an elementary school plans to introduce the study of a modern foreign language in grades below the seventh, the school should accept authentic spoken language learning as the major objective of the program at this level and provide adequately for the attainment of this purpose. Genuine language learning should result.

How will your teachers find time in a busy schedule to teach another subject?

How can we find the time is a question that is always with us. Perhaps if you re-evaluate your daily program you will discover areas where you can find fifteen or twenty minutes several times a week that could be used advantageously for foreign language instruction. Consideration of the following points may be helpful:

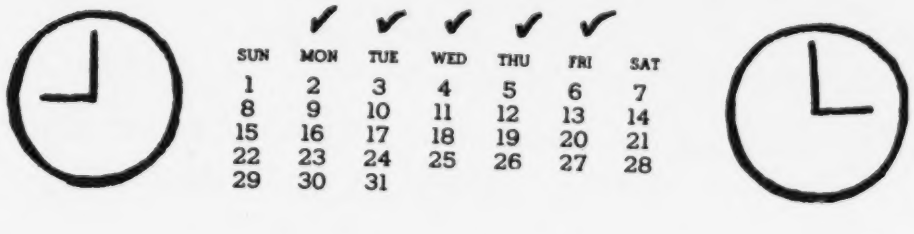
1. More efficiency in programing and scheduling curricular activities

2. Extending the school day

3. Planning in blocks of time in an activity-type program which requires fewer rest breaks than the formal type of program

4. More efficiency in providing for the routines of the day

Even if the available time is extremely limited, it is important to offer daily instruction to the beginners' classes. A good start is essential and the most time and best teaching should fall at that point.



What second language should be taught?

The five official languages of the United Nations are Chinese, English, French, Russian and Spanish. Of these five, French and Spanish have become the languages of diplomacy and culture and fit in well with the European background of most North Americans. Both of these languages are necessary for communication with some of our neighbors; on the North -- Canada; and our other neighbors on the South -- Mexico, the Caribbean area and Central and South America. Spanish is important for communication with our Puerto Rican citizens. However, you will need to think of sequential learning and consider the present language offerings in the high school to which your pupils go. You may wish to consider other languages.

There is a practical value in teaching a foreign language which is the maternal tongue of a large portion of the community, as this could help to build for understanding between local groups.

Italian-	Spanish	French - Entre nous,
O.K.	How goes it?	Confidentially, how are you?
Va bene	¿Cómo le va?	comment allez-vous?

French is a good selection because, next to English, French is spoken as a second language in the Western World by more people than any other language. There are also more competent teachers available for teaching French than for most of the other languages. Spanish is a good choice as there are teachers available in this area, too. German and Italian instructors are also available.

The following suggestions may be helpful in governing your selection of a foreign language for the elementary school.

1. Locality

2. Number of people who speak the foreign language in your community (This should not be overemphasized, but considered as one factor.)

3. Cultural, technological, or military importance of the language

4. Ease of learning

5. General usefulness of the particular foreign language

6. World stature of the literature pertaining to that language

7. Community desires

8. Availability of teachers

9. Possibility of continued study in the secondary school

For those elementary schools that intend to introduce a foreign language, New York State recommends at this time that the language introduced should be either French or Spanish. This recom-

mendation is based primarily upon availability of teachers.

Schools wishing to offer other languages at the elementary school level should, of course, feel free to do so. It is hoped that such schools will notify the Bureau of Elementary Curriculum Development of the State Education Department in order that the Department may keep in touch with these programs and help local schools to evaluate them.

Who will give the instruction ?

The teaching of a second language is very different from the teaching of a mother tongue. It involves linguistic problems and cultural problems. There are significant differences in the culture of the learner and that of the group whose language is being learned. It is most important that the teacher be aware not only of the linguistic problems but also of this cultural difference. The children should learn French games and songs, for example, not American songs and games in the French language. Some teachers do not understand the importance of this. A teacher who meets the qualifications below would be well-equipped to cope with both of these problems, and would have the knowledge and training necessary for acquainting the children with the geography, history, literature, art, music and customs of the foreign civilization.

It is suggested that the program not be initiated until the services of this type of qualified person have been obtained.

1. The teacher should be certified both to teach the language and to teach in the elementary school.

2. He should speak the language with standard-average speaking ability -- equivalent to an educated native speaker -- so that he can provide an acceptable accent for the children to imitate.

What methods of teaching should be used ?

As already pointed out, the aural-oral method should be used. Basically, the method of teaching is conversational, centering in the everyday activities of youngsters of elementary school age. Games, songs, simple plays and dramatizations and activities associated with typical holidays of French-speaking or Spanish-speaking people make good content and are useful features.

It is recommended that aural comprehension should first be stressed, oral response being encouraged but not forced. The teacher should introduce the vocabulary and speech patterns, aided by realia, recordings and other audiovisual aids. The culture of the people who speak the language as their native tongue should permeate the course through vocabulary, songs, games and typical behavior patterns such as forms of courtesy.

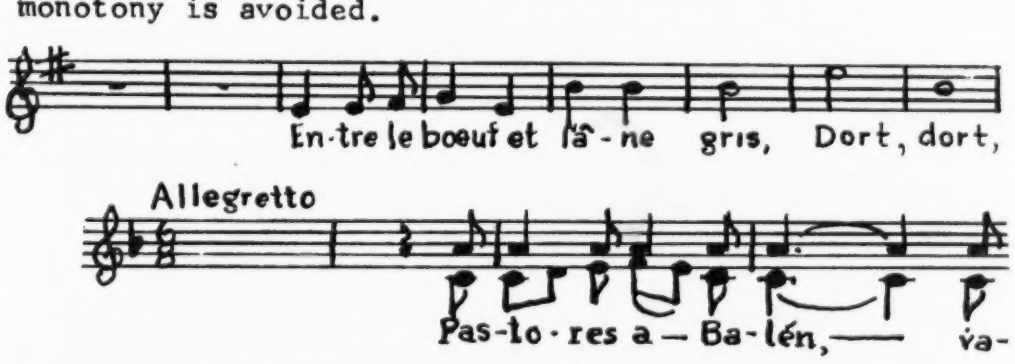
The approach is to listen, to imitate, to repeat, repeat, repeat, until memorized. Then use and adapt to different situations.

Correlation with other facets of the child's curriculum is useful whenever a genuine relationship exists; but it is unrealistic to assume that integration is always practical or possible. Elementary schools, for example, do not spend an entire year on the history and geography of France or Spain.

The teaching of songs, games and plays that are in the culture of the people whose language is being studied should be encouraged. The songs of France, for example, should be used in teaching French -- not American songs, translated into French. Exceptions, of course, are the songs and games that are universal, versions of which are found in many different languages. The Three Bears (Les Trois Ours) or Goldilocks (Boucle-d'Or) and Little Red Riding Hood (Le Petit Chaperon Rouge) are examples.

It should be remembered that children do not realize that every language has its own special rhythm, intonations and speech patterns. That is why imitating speech sounds and patterns is important until the appropriate new speech habits are well fixed. Acquiring facility in speaking a foreign language not only requires much oral repetition, but also careful, critical listening. The child and teacher both need to understand that learning a new

language at any age is a complicated task. It is not easy for every young child even though his imitative skills are high. The pupil must learn to listen to fine nuances of speech with concentration he may never have exerted before. He must practice assiduously. He must hold himself to a repetitive task. Fortunately, young children tend to enjoy repetition, if the repetitions are spaced and offered in a variety of contexts so that learning monotony is avoided.



At what grade level is it best to begin the second language ?

There is no consensus as to the grade level for beginning foreign language study in the elementary school. Programs which claim to be successful have been done in any of the first five or six grades. Most private school children begin such study in grades 3 or 4. However, many authorities seem in favor of beginning the program in grade 4 or grade 5, or even grade 7. New York State recommends that you begin your instruction at the fourth grade instead of the third or an earlier grade because:

1. New York has an early first grade entrance age.

2. It is important to get a good start in reading before taking on the learning of a second language.

3. A command of the children's mother tongue (in which thinking will be done all their lives) should be reasonably well established and partly refined before they attack a second language.

4. The fourth grade child is still young enough to meet arguments of optimum age.

5. Beginning at grade 4 affords time for 100 clock hours of aural-oral training before reading the foreign language is introduced, and this appears to be very desirable.

It will be seen that these reasons are dictated by practical considerations. As already stated, people can learn languages at any age. Although the advantages and difficulties of starting at various age levels do vary, the basic problems of pronunciation, vocabulary and language structure exist whether the beginner is a child or an adult.

If the program begins at grade 4, this will permit a three-year sequence in learning to speak a second language at the elementary school level. This means that New York State children will start to learn a second language at approximately nine years of age. This is a year or two younger than most other countries introduce such study, although a few begin as early as eight years of age, notably Austria. Note the following:

Starting Age	Country
10-11	Germany
11	France
10	Spain
12	Denmark
12	Greece

13	Ireland
12	Scotland
12	USSR
11-12	Sweden
11	England
11	Finland
11	Italy

New York State, in recommending the fourth grade as the beginning year, where children are about nine years of age, appears to be offering sound advice to the elementary school that is planning to have such a program.

Some of the following points may influence your choice as to where to begin your program:

1. Economical considerations

2. Availability of qualified personnel

3. Whether or not the program is to be for all children of a grade or a selected group

4. Whether the teaching is to be done by classroom teachers or by an expert who will do no other teaching in the school

5. Whether it will be done by an itinerant teacher whose services are shared by another community, or by one devoting full time to your school (if the shared - services plan is used, this is one way expenses can be kept down at the beginning of the program, but eventually a full-time teacher will be necessary.)

Which pupils will receive the instruction ?

The following points should be considered carefully before the program is started:

1. Will instruction be limited to the more able children who have the proper motivation?

2. Will instruction be available to all pupils who desire to study the language or whose parents want them to study it; but not required of any?

3. Will the instruction be available to all children for the first two years, and then will the children who have had little success in the program be encouraged or permitted to drop it?

4. Should the entire school population in grades 4-6 have foreign language instruction for general educational and cultural value,and for partial preparation for educational decisions which may later affect further language study?

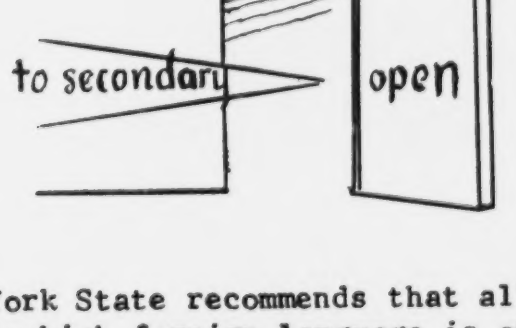
In deciding this issue, New York State recommends for the present that the following pupils be excused from the foreign language classes:

1. Pupils with reading disability or other types of language disability to whom the teaching of a second language is likely to confuse the child in the acquisition of language skills in English

2. Pupils who are already bilingual, are struggling to learn English, and for whom English is the second language

3. Pupils with certain marked physical disabilities, such as those of hearing and sight

Some authorities have observed in some situations that approximately 58% of the elementary pupils taught a second language will continue language study at Grade 7. If this is an accurate observation, it might seem wise to consider the advantage of having all children in these elementary classes, with the exception of those mentioned above, continue with the full three years of oral instruction. Some may feel that it might be wiser to exclude those who have little aptitude for language at the end of the second year of instruction, or at the close of grade 5. However, it should be possible for such children to have another chance to begin to develop language ability in a later grade. The door to language study should remain open.



New York State recommends that all pupils in the classes to which foreign language is offered, except the special groups mentioned above, be allowed to take it. There is no justification at the elementary school level for restricting language study to academically-gifted children.

How will you plan for articulation between the elementary and secondary school programs ?

When you are studying and outlining the plan for foreign language instruction in the elementary school, the personnel in the secondary school language program should be invited to confer with you so that you can plan together, for your decisions will necessitate modifications in the secondary school foreign language curriculum in all probability. If you want to have a meaningful program and thoughtful evaluation as the program progresses, there must be communication at all times and at all levels between the elementary and secondary school personnel.

The following points should be emphasized in your program:

1. The program should be based on a coherent body of basic principles.

2. It must be a serious program from beginning to end.

3. It should be directed at authentic oral learning, enriched with audio-visual materials.

4. The objectives to be accomplished and the aural-oral skills to be taught must be clearly stated before the program starts.

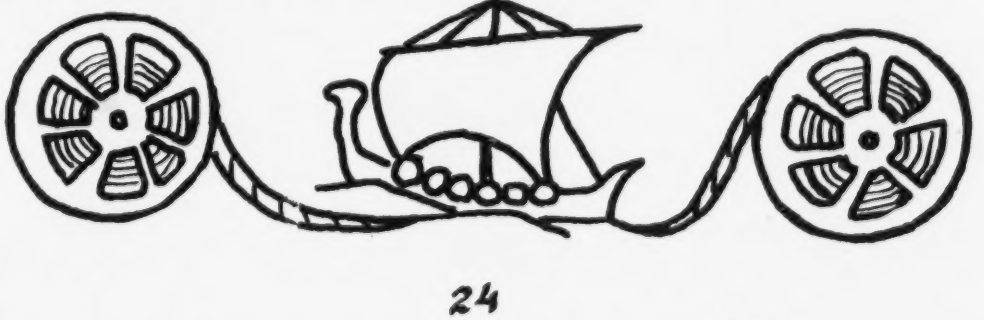
5. Language offered should coordinate with modern language offerings in the high schools the pupils will attend.

6. Expectations for pupils entering the seventh grade must be understood by the secondary personnel. The secondary teacher may expect the child:
   (a) To show interest and enthusiasm for language study.
   (b) To have facility in aural-oral activities, with a limited vocabulary used in simple constructions of everyday conversation.
   (c) To speak with good accent in patterns of speech common to the language studied.
   (d) To show only very limited, if any, familiarity with the written or printed form of the language. The main focus of the elementary program is oral communication.

It is recommended that plans for coordinating foreign language offerings at the seventh grade level be laid down before the elementary school program is initiated.

How important is continuity?

Extensive research has shown that the aural-oral, or the audio-lingual, approach is the most successful in the elementary program, with emphasis on the following:



1. Continuous orientation to the country or countries of the particular language

2. Emphasis on speaking and understanding

3. Use of a practical vocabulary

4. Extensive use of audio visual materials

5. Sound psychological methods of planning and teaching

6. Correct grammatical forms, learned through imitation and frequent repetition of correct patterns of speech

7. Two or three years of aural-oral teaching before introduction to reading the foreign phrases, speech patterns and words that are commonly used in the class. Some authorities indicate that 100 clock-hours of aural-oral training are essential before any reading is introduced.

As previously stated, New York State is recommending grade 4 as a good place to begin instruction in a second language if such instruction is to be offered at the elementary school level. The program could thus be divided into three stages:

Stage One - Grades 4, 5 and 6 (Audio-lingual; conversational stage)

Stage Two - Grades 7, 8 and 9 (Continued audio-lingual instruction with elaboration of structures and vocabulary; gradual development of reading; limited stress on writing)

Stage Three - Grades 10, 11 and 12 (Continued development of the four basic skills, with stress on their use in understanding the major aspects of the culture of which the language is the main vehicle and mode of expression)

If, however, the elementary school planning to introduce such a program does not see its way clear to a three-year sequence, then it is better to begin in grade 5 with a two-year sequence. Pupils in grade 5 are only 10 years old, on the average. This is a year younger than many European countries offer successful instruction in a second language to the children who have been selected for academic programs. The important points are that a sequential offering should be made at whatever point the program begins, and that modern teaching methods should be used. Of first importance is that plans should be in operation for continued study of the offered language at the secondary school level, and that junior and senior high school language teachers should be ready to adjust their programs for incoming pupils who have had two or three years of instruction before they enter grade 7. Secondary schools need to maintain beginners' classes for other entering pupils.

It will probably be best to start the elementary program only in the grade that has been selected as the beginning of the sequence, either grade 4 or grade 5, and then to extend it to the next grade and then to the next year by year, until the entire sequence is in effect. In building a program by this

method, progress can be carefully measured and mistakes corrected as the program progresses. It will, of course, also be less expensive in teaching costs the first year, if introduced into only one grade.

How will community support and approval for the program be obtained ?

The program should be publicized for parents and the community before it starts in order to avoid opposition. Often a parent committee created for the purpose of determining the value of such a program can be most helpful. Such a committee could visit schools where a foreign language program has been introduced and observe the progress of the program. Later, after the program has begun in the local school, these parent committees can be of help in building up picture files and in locating people in the community who could supply films, slides, props and the like for the program. This information could be listed in a resource file for future use. Through such projects the community becomes involved in the program and can help it to succeed.

How much material is needed for this foreign language program?

It is not necessary to purchase a great deal of material for elementary school foreign language programs. No doubt the language instructor will want to make many of her own simple materials and she can obtain a great deal of free material from the various sources that are listed at the end of this bulletin. Most of the equipment mentioned will probably already be in use in the school, so will not have to be especially purchased. The following items will be helpful.

Machines to implement teaching:

Filmstrip projector

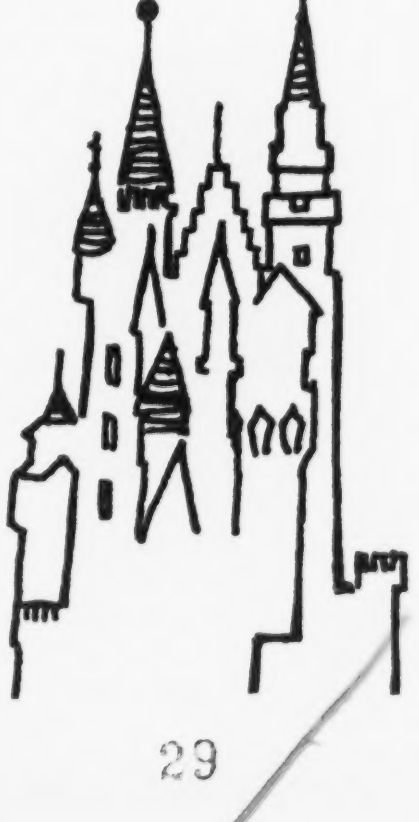
Motion picture projector

Opaque projector

Record player

Tape recorder

Television



Materials for teaching:

Films

Filmstrips

Games and songs

Pictures

Props

Records

Slides

Tapes

Books:

Storybooks in English about the peoples of the various countries in which the language is spoken

Picture books from the foreign country

Courses of study that will help the teachers

Books on the teaching of foreign languages that will help teachers answer some of the language issues they confront

If you have given careful consideration to the preceding problems and you feel that you are ready to begin your program, there is one more factor to consider. That is the classroom teacher.

The classroom teacher's role in the program

The classroom teachers involved in the program can do a great deal to make it a valuable part of the total teaching situation. The opportunities for teachers to share with other members of the faculty some of the interesting foreign language activities going on in their classes will help build an awareness of the possibilities that can be achieved as the foreign language program is gradually extended through the grades. These sharing opportunities should begin as soon as the program is undertaken.

Even if the classroom teacher does not speak the language that is being taught, she can still do a great deal to aid the program and assist her children and the foreign language teacher. Because the latter has such a limited time to spend with the class, it will be necessary for her to use it for authentic language teaching. Therefore, any help that the classroom teacher can give will be appreciated. Often the classroom teacher is most successful in building a background of information about the countries where the particular language being studied is spoken.

We have listed some of the children's books about the French-speaking and the Spanish-speaking worlds that the classroom teacher can read and discuss with the class for the purpose of building this background. Literature can help children to develop understanding attitudes toward people from other countries and can help them to accept, respect, and enjoy the differences among people.

If the classroom teacher establishes a foreign language center in the classroom, these books could be available for children to use at any convenient time during the day. Interest is thus developed. The children will enjoy collecting and sharing samples of foreign money, postcards, pictures and articles about the country being studied. The foreign language teacher will be very grateful for this cooperation.

The classroom teacher will have to be present during most of the foreign language periods if she is to supplement what the foreign language teacher is stressing, and if the foreign language teacher is to be kept aware of what the class is doing when she is not with the children. The classroom teacher's presence and interest in the program may make the children realize that she is also a participator. The classroom teacher can also encourage

the foreign language teacher to use a wide variety of audiovisual material and can be of real assistance in this area by helping to set up and handle some of the equipment. Too often foreign language instruction is mass instruction, directed to all the pupils at the same time, with little provision for individual attention. Here again, the classroom teacher can help the program to become more flexible, more effective, and more meaningful for the individual child, as she has a better opportunity to study the needs of the individuals in the class throughout the day, week, month and year.

The foreign language program can accomplish most when the faculty, the entire staff and the community participate in its development and progress.

What will it cost?

Cost is an elusive item. Thus far, reports from successful programs vary all the way from the cost of one teacher's salary to $30,000 and $45,000 for the first year the program is introduced. Obviously, the cost is determined by a number of factors such as:

1. The number of children to whom the language is offered

2. The size of classes

3. Amount of teaching material provided, and other similar items

An advisory State Committee on Foreign Language Instruction in Elementary Schools, meeting in Albany in June 1960, made the following recommendations which affect cost. The members of the committee represented communities where successful programs are in progress.

1. Class size - Would be most desirable if limited to 20 pupils per class.

2. Classes per teacher - Ten 20-minute classes per day are the maximum load per teacher, if good results in speaking the language are to be attained. Several members of the group thought it should be less. One reported that an itinerant teacher handled five classes well, each meeting three times a week for 15 minutes each. Another reported that her school system limited foreign language teachers to a maximum of eight 20-minute classes per day in some schools and six per day in other schools. Most of the reporting communities are limiting instruction at the present time to selected pupils.

3. Supplies and equipment - Those recommended in this pamphlet should be provided in sufficient quantity for the number of classes.

4. Teachers - This is an item of major expense and greatest importance. Quality at this point affects success. Be sure that the teacher is certified to teach the language at the elementary school level and that he speaks the language fluently.

The final word ?

The New York State Education Department is interested in seeing elementary schools introduce foreign language instruction where it can be done advantageously. The Department encourages experimentation. It encourages attention to speech

cultures. It will help communities establish foreign language programs on firm foundations. Elementary schools that are interested should communicate with the Director of Elementary Education, Dr. William E. Young, who will call upon the Department's foreign language specialists and members of his own staff as conditions may indicate. Remember:

1. The language taught at the present time should usually be French or Spanish.

2. The objective is to teach children to speak the language in a setting of the country's culture.

3. The grade to begin is grade 4 or grade 5, or even grade 6, according to the point at which a sequence can be established. (It is not recommended at present that the program begin before grade 4.)

4. The sequence should be continued through the secondary school. (Be sure to plan for sequence before you start!)

5. The teacher should speak the language fluently with standard average accuracy.

6. Offer one language well before two or three are introduced.

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Filmstrips

La petite fille aux allumettes. Gessler Pub. Co. 110 East 23rd Street, New York 10, N. Y. $5

Perrault, Charles. 8 filmstrips of 40 frames each, with brief subtitles. Chaperon Rouge $3, Centrillon $5.50, 2 La Belle au Bois Dormant $5.50

Voici la Maison. 31 frames, brief subtitles. $2.75

Games and Songs

Bon appetit. Gessler Pub. Co., 110 East 23rd Street, New York 10, N. Y. 90¢

Chantons. Gessler Pub. Co., 110 East 23rd Street, New York 10, N. Y. 50¢

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Poetry

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Cornfield, Ruth. Bloc pedagogigue. French cultural
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21, N. Y.
Kit containing word games, wall charts, film-
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etc. All imported from France; limited number of
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Thirty popular songs, including some Christmas carols.

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B.O.A.C. 530-5th Avenue, New York, N. Y.
Tour-of-France folder.

Pan American World Airways System, 28-19 Bridge Plaza, Long Island City 1, N. Y.
Free quarterly providing teaching materials on France and film on France.

Servicios Aereos Cruzeiro do Sul, 60 East 42nd Street, New York, N. Y.

Varig Airlines (South American), 60 East 42nd Street, New York, N. Y.

Embassies and Consulates*

Canadian Embassy, 1746 Massachusetts Avenue, N.W., Washington, D. C.

*Consulates will be found in most New York State cities, and can be located through the telephone book. They often have posters and other helpful material they are glad to give schools.

FACSEA, French American Cultural Services and Educational Aid, 972-5th Avenue, New York 21, N. Y.
Lending library to which schools subscribe.

French Embassy, 2535 Belmont Road, N.W., Washington, D. C.

Spanish Embassy, 2700-15th Street, N.W., Washington, D. C.

Service Bureaus

AAFT, American Association of Teachers of French, National Information Bureau, Director, Armand Begue, Brooklyn College, Brooklyn 10, N. Y.

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Schools can subscribe to services either under Plan A or Plan B.

Spanish Service Bureau, University Extension Div. University of Wisconsin, Madison 6, Wisc.

Tourist Information Centers

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